

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

Laela Azizatur Rohmah¹, Sandra Irawati², Novi Puji Lestari³

³Management Department, Universitas Muhammadiyah Malang, Indonesia

Corresponding E-mail: laelaazizatur@gmail.com

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

Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh pelatihan dan pengembangan terhadap kinerja guru dan dimediasi oleh kesiapan berubah di masa pandemi covid 19. Jenis penelitian yang digunakan adalah Explanatory Research atau metode penelitian survei. Pengumpulan data dilakukan dengan menyebarkan kuesioner. Jumlah angket yang disebar adalah 38 guru di Yayasan Salsabila. Pengujian instrumen dalam penelitian ini menggunakan uji validitas dan reliabilitas dimana hasil angket yang telah disebar adalah valid dan reliabel. Hasil uji asumsi klasik dalam penelitian ini berdistribusi Normal dan tidak terdapat gejala multikolinearitas dan heteroskedastisitas. Hasil penelitian ini menunjukkan bahwa pelatihan dan pengembangan mempengaruhi kinerja guru melalui kesiapan untuk berubah. Dapat disimpulkan bahwa kesiapan untuk berubah dapat memediasi antara pelatihan dan pengembangan terhadap kinerja guru di yayasan Salsabila.

Kata Kunci: Pelatihan, Pengembangan, Kinerja Guru, Kesiapan Berubah

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

Article info

Received (15/08/2021)

Revised (29/08/2021)

Accepted (30/09/2021)

Corresponding Email: laelaazizatur@gmail.com

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

Teacher Performance Value	Total number of teachers	Percentage %
>80	15	39%
71 – 79	6	16%
<70	17	45%
Total	38	100%

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

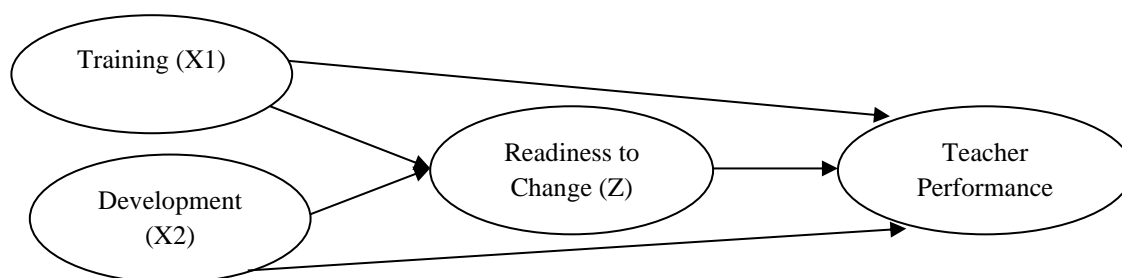


Figure 1. Research Framework

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)

Table 2. Validity Test

Training (X1)				
Items	Sig Level	R Count	R Table	Information
X1.1	0.05	0.638	0.3202	Valid
X1.2	0.05	0.825	0.3202	Valid
X1.3	0.05	0.818	0.3202	Valid
X1.4	0.05	0.701	0.3202	Valid
Development (X2)				
Items	Sig Level	R Count	R Table	Information
X2.1	0.05	0.734	0.3202	Valid
X2.2	0.05	0.841	0.3202	Valid
X2.3	0.05	0.839	0.3202	Valid
X2.4	0.05	0.713	0.3202	Valid
Teacher Performance (Y)				
Items	Sig Level	R Count	R Table	Information
Y.1	0.05	0.443	0.3202	Valid
Y.2	0.05	0.530	0.3202	Valid
Y.3	0.05	0.445	0.3202	Valid
Y.4	0.05	0.434	0.3202	Valid
Y.5	0.05	0.588	0.3202	Valid
Y.6	0.05	0.686	0.3202	Valid
Readiness For Change (Z)				
Items	Sig Level	R Count	R Table	Information
Z.1	0.05	0.905	0.3202	Valid
Z.2	0.05	0.836	0.3202	Valid
Z.3	0.05	0.729	0.3202	Valid

Source: results of data processing with *SPSS 16.0* program

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.

Table 3. Reliability Test

Variable	Alpha Cronbach	Number of items	Information
Training	0.73	4	reliable
Development	0.78	4	reliable
Teacher Performance	0.45	6	reliable
Readiness to change	0.76	3	reliable

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

Respondent (N)	Significant	Information
38	0.09	Normal

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

Variable	Collinearity Statistics	
	Tolerant	VIF
Training	0.389	2,574
Development	0.173	5.769
Readiness to change	0.279	3.584

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

Variable	Sig	Information
Training	0.598	There is no heteroscedasticity
Development	0.118	There is no heteroscedasticity
Readiness to change	0.233	There is no heteroscedasticity

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

Model		Non-standard coefficient		Standard Coefficient		
		B	Std. Error	Beta	T	Sig.
1	(Constant)	10.135	1.574		6.44	0
	Training	0.036	0.129	0.039	0.278	0.783
	Readiness to change	0.92	0.176	0.728	5.234	0.000
	Development	0.437	0.098	0.597	4.462	0.00

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.

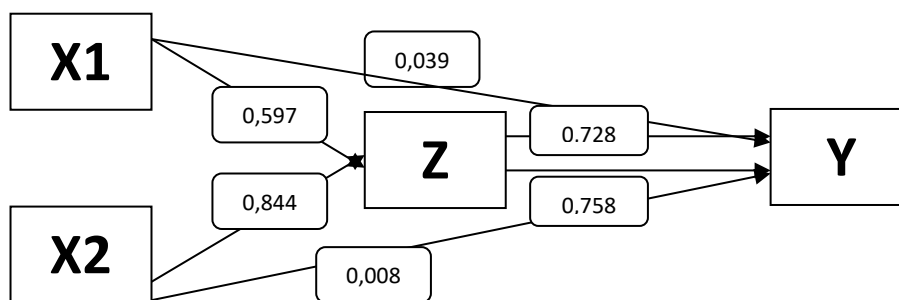


Figure 2. Full Path Model

Table 8. Mediation Effect

Variable	Z value	Information
Training (X1)	3,392	There is mediation effect
Development (X2)	3,397	There is a mediation effect

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) where 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

- Asim, A. I., Waqas, M., & Cheema, L. J. (2012). Mediating Character of Readiness to Change between Training and Development and Employees Performance. *Oman Chapter of Arabian Journal of Business and Management Review*, 2(1), 1–11. <https://doi.org/10.12816/0002236>
- Armstrong, M., & Baron, A. (2005). *Managing performance: performance management in action*. CIPD publishing.
- Díaz-Maggioli, G. (2004). *Teacher-centered professional development*. ASCD.
- Hikmawati, D. (2012). Universitas Indonesia Universitas Indonesia Jakarta. *Fmipa Ui*, 1–95
- Holt, D. T., Armenakis, A. A., Feild, H. S., & Harris S. G., (2007). Readiness for organizational change; The systematic development of a scale. *The Journal of Applied Behavioral Science* 43(2), 232-255. doi: 10.1177/00218863062952
- Ilmiah Untuk Peningkatan Mutu Pendidikan, J., Sulistiadi, A., Berman Sihite, O., & Utama Alamsyah, V. (2019). iMProvement PENGARUH MANAJEMEN SDM TERHADAP KINERJA GURU YAYASAN TUNAS BANGSA DI KOTA TEGAL. *Pengaruh Manajemen... 1 Jurnal Improvement*, 6(2), 1–9.
- Khan, A. A., Abbasi, S. O. B. H., Waseem, R. M., Ayaz, M., & Ijaz, M. (2016). Impact of Training and Development of Employees on Employee Performance through Job Satisfaction: A Study of Telecom Sector of Pakistan. *Business Management and Strategy*, 7(1), 29. <https://doi.org/10.5296/bms.v7i1.9024>

- Lebas, M., & Euske, K.A (2004). A conceptual and operational delineation of performance. in Neely, A (Eds.) *Business performance measurement*. pp. 65-79
- Luthans, F. 2005. Organization behaviour Edisi kesepuluh. *New York The MC Graw Hall Co. Inc.*
- Manik, S., & Syafrina, N. (2018). Pengaruh Lingkungan Kerja Terhadap Kinerja Guru Pada Sekolah Dasar Negeri 009 Kuala Terusan Kecamatan Pangkalan Kerinci. *Eko Dan Bisnis: Riau Economic and Business Review*, 9(3), 158–167. <https://ekobis.stieriau-akbar.ac.id/index.php/Ekobis/article/view/29/25>
- Martoyo, Susilo, 1996, *Manajemen Sumber Daya Manusia*, BPFE: Yogyakarta
- Munawaroh, Yuniarti, D., & Hayati, M. N. (2015). Analisis Regresi Variabel Mediasi dengan Metode Kausal Step (Studi Kasus: Produk Domestik Regional Bruto (PDRB) Perkapita di Provinsi Kalimantan Timur Tahun 2011-2013) Mediation. *Jurnal EKSPONENSIAL*, 6(2), 193–1
- Novianti, K. R. (2019). Achieving Competitive Advantage through Knowledge Management Practices: Knowledge-Based View (KBV) Strategy on Indonesia Electricity Sector. *Asia-Pacific Management and Business Application*, 7(3), 163–176. <https://doi.org/10.21776/ub.apmba.2019.007.03.3>
- Novitasari, D., Asbari, M., Sutardi, D., Gazali, G., & Silitonga, N. (2020). Pengaruh Kesiapan untuk Berubah dan Efektivitas Kepemimpinan Transformasional terhadap Kinerja Karyawan di Masa Pandemi Covid-19. *Value: Jurnal Manajemen Dan Akuntansi*, 18(2).
- Novitasari, D., & Asbari, M. (2020). Peran Kesiapan untuk Berubah terhadap Kinerja Guru di Masa Pandemi Covid-19. *Journal of Industrial Engineering & Management Research (JIEMAR)*, 1(2), 219–237. <https://jiemar.org/index.php/jiemar/article/view/63>
- Nurdianti, R. R. S. (2017). Pengaruh Kompetensi Profesional Dan Kompetensi Pedagogik Terhadap Kinerja Guru Ekonomi SMA Negeri di Kota Bandung.
- Pascasarjana, P., & Palembang, U. P. (2021). (Jurnal Manajemen, Kepemimpinan, dan Supervisi Pendidikan) P-ISSN: 2548-7094 E-ISSN 2614-8021. 6(1).
- Santhidran, S., Chandran, V. G. R., & Borromeo, J. (2013). *Enabling organizational change-leadership, commitment to change and the mediating role of change readiness*. *Journal of Business Economics and Management*, 14(2), 348–363. <https://doi.org/10.3846/16111699.2011.642083>
- Saondi, Ondi dan Aris Suherman. (2010). *Etika Profesi Keguruan*. Bandung: PT Refika Aditama
- Snyman, R., & Kruger, C. J. (2004). The interdependency between strategic management and strategic knowledge management. *Journal of Knowledge Management*, 8(1), 5–19. <https://doi.org/10.1108/13673270410523871>
- Tahir, N., Yousafzai, I. K., Yousafzai, I. K., Jan, D. S., & Hashim, M. (2014). The Impact of Training and Development on Employees Performance and Productivity A case study of United Bank Limited Peshawar City, KPK, Pakistan. *International Journal of Academic Research in Business and Social Sciences*, 4(4), 86–98. <https://doi.org/10.6007/ijarbss/v4-i4/756>
- Tingley, D., Yamamoto, T., Hirose, K., Keele, L., & Imai, K. (2014). *Mediation: R package for causal mediation analysis*. *Journal of Statistical Software*, 59(5), 1–38. <https://doi.org/10.18637/jss.v059.i05>
- Tjeng, E., Said, L. R., & Wandary, W. (2016). Pengaruh Program Pelatihan Dan Pengembangan Terhadap Kinerja Karyawan Pada PT. Bank Central Asia, TBK (Studi Pada Frontliner Bakti BCA KCU Banjarmasin). *JWM (Jurnal Wawasan Manajemen)*, 1(3), 349–364.
- Wicaksono, Y. S. (2016). Pengaruh Pelatihan dan Pengembangan Sumber Daya Manusia dalam Rangka Meningkatkan Semangat Kerja dan Kinerja Karyawan (Studi di SKM Unit V PT. Gudang Garam, Tbk Kediri) Yosep Satrio Wicaksono. *Jurnal Bisnis Dan Manajemen*, 3(1), 31–39.

-
- Younas, W., Farooq, M., Khalil-Ur-Rehman, F., & Zreen, A. (2018). The impact of training and development on employee performance. *IOSR Journal of Business and Management (IOSR-JBM)*, 20(7), 20-23.
- Yuwono, T., Wiyono, N., Asbari, M., Novitasari, D., & Silitonga, N. (2020). Analisis Pengaruh Efektivitas Kepemimpinan Transformasional dan Kesiapan untuk Berubah terhadap Kinerja Karyawan Wanita di Masa Pandemi Covid-19. *Jurnal Ilmiah Mahasiswa Ekonomi Manajemen*, 5(3), 615–632. <http://www.jim.unsyiah.ac.id/EKM/article/view/15502>
- Zhao, X., Lynch, J. G., & Chen, Q. (2010). Reconsidering Baron and Kenny: Myths and truths about mediation analysis. *Journal of Consumer Research*, 37(2), 197–206. <https://doi.org/10.1086/651257>