

CHAPTER I

INTRODUCTION

1.1 Background of the Study

As stated in the Cambridge Online Dictionary, Training means the activity of learning skills and knowledge needed for a particular job or activity. Nowadays, a school's quality can be seen from the development of the students in which can only come from good teachers. Teachers' performance has a big role in supporting School's reputation and student's development in every school. In this paper, the author will try to elaborate on how trainings can affect teacher's performance in a school in Medan, Indonesia.

Writer's research object is Sekolah Brigjend Katamso I which is one of the three schools under the management of Yayasan Perguruan Nasional (YPN) Brigjend Katamso. YPN Brigjend Katamso managed Sekolah Brigjend Katamso I at Medan Sunggal, Sekolah Brigjend Katamso II at Medan Maimun, and Sekolah Sutoyo at Medan Sunggal. YPN Brigjend Katamso, as an education foundation was handedover to Mr. Phoa Krishnaputra in April 1990. It is then come under the management of Mr. Mohan Leo on 1997. Then in the year 2017, Mr. Andy Krisnaputra who is the son of Mr. Phoa joined the management.

After talking to Mr. Andy Krishnaputra who is currently managing the school, the author came to an understanding that they are facing problems with measuring teacher's performance after all the trainings that have been given to the

teachers. Mr. Andy wants to know whether the Trainings held in the school he manages has effect on the teacher's in the school.

Training of teachers is also necessary (especially in today's environment and condition) to cope with the changing demands of the profession. Training can improve a teacher's knowledge of the subject matter, teaching method, etc. Despite all these advantages of training, most schools still don't bother doing it. Schools might deny the advantages because trainings cost a lot.

Going back to the notes taken from the interview held by the author with the school's manager, the problem in this organization is that they couldn't conclude and see the effects on teacher's performance after all the trainings. This discussion is made not because Sekolah Brigjend Katamso I chose not to provide trainings for their teachers but to observe and conclude whether there are effects on teacher's performance after the amount trainings that has been held for the teachers.

From the data taken from the school management, they type of trainings that was given is mostly about Education of Human Values (EHV), technical ways to conduct online classes, and how to make interactive teaching process.

As it is known, teacher's job is to teach, encourage, guide, and be the resource for students. (Sasa Podgorsek, Brigita Kacjan, Andreja Istenic, 2019).

Laura Goe (2019) stated in her research, that measuring teacher's performance should be seen from three aspects: Measurement of inputs, processes, and outputs.

For *Inputs* itself, teacher background, views, expectations, experience,

pedagogical and material knowledge, certification and license, and educational attainment are all examples that a teacher brings to his or her role. These factors are commonly referred to as "teacher quality" in the literature;

Processes, on the other hand, relates to the interaction between teachers and students in the classroom. Although it may also involve a teacher's professional activities outside of the classroom and in the greater school and community, the focus of this study synthesis is on classroom procedures.

Whereas *Outputs* represent the results of classroom processes, such as impact on student achievement, graduation rates, student behavior, engagement, attitudes, and social-emotional well-being.

This research focuses on the outcome teachers can bring to the students. One of the factors taken and is available to be provided by the school management is student's marks in their academic reports.

Below is the average of annual student's marks in Sekolah Brigjend Katamso I and the Average of Teacher's Presence given to support the study:

Table 1.1 Annual Student's Average Mark

No.	Academic Year	Average Mark
1.	2017 / 2018	81
2.	2018 / 2019	80
3.	2019 / 2020	85
4.	2020/ 2021	82

Source : Prepared by Author (Provided by the School Administrator)

Previous research on excellent teachers has primarily focused on student test score that increases in math and science throughout the year in which the teacher directly teaches the student. This teacher boosts students' short-term achievement, according to study. (Clotfelter, Ladd, and Vigdor, 2007; Goldhaber, 2007; Rivkin, Hanushek, and Kain, 2005). This can have long-term consequences for college attendance, income, and other adult outcomes (Chetty, 2007. Friedman and Rockoff, 2014).

Through the last 4 (four) years, the average of the student's mark is not significantly increasing (rather going up and down through years) to define that the teacher's performance is in a moderate condition (not so good or so bad either) as Angryst and Lavy (2019) stated that Trainings should have increase the student score and good Teacher's Perfomance is closely related to the increasing student's score.

Gained from the interview with the teachers, it is said that the amount of trainings given to them is realtively too much. The teachers confessed that the trainings actually pressured them instead of giving them motivation or information. Not only the frequency of the training is too much, they also said that the training topics are quite useless for them in their daily interaction with the students in class. According to the teachers, both of these conditions leads to many difficulties including the lack of their performance.

The other data that was given by the school's management is the student's presence percentage in school. According to a research that has been done in 2019,

Student's willing to learn have been proved to have a relationship with teacher's performance. When teachers spend time to create an interesting module to share in class, students will have the urge to know more. These desire will then increase their attendance and presence percentage in class. Below is the student's annual presence percentage from Sekolah Brigjend Katamso I.

Table 1.2 Annual Student Presence Percentage

No.	Year	Presence Percentage
1.	2017/2018	96%
2.	2018/2019	95%
3.	2019/2020	93%
4.	2020/2021	89%

Source : Prepared by Author (Provided by the School Administrator)

From the table above it can be seen that the student's presence percentage slowly dropping through the years, until it drops quite drastically at the very last academic year. To conclude, the teacher's performance in Sekolah Brigjend Katamso is under average or in other word is not so good.

Through the interviews with the students, author had the understanding that most of the teachers appears late to classes, some of the study sessions are boring and the most uncomfortable fact is that high-ranked students are treated better than low-ranked students during study-sessions. While according to Grand Canyon University's Guide on teacher's attitude, teachers should be patient, flexible, fair, strong-willed, and prepared.

1.2 Problem Limitation

However, things like whether the teachers are given training programs, how regular are the training programs, what kind of training programs were held, the objective of the training, the method of the training, and whether the training program enhances the performance of the teachers is not known and has not been assessed over the years.

Traditionally, teacher evaluation systems relied heavily on classroom observations conducted by principals or other school administrators, sometimes with the help of rubrics or checklists. Samples of students' work, teachers' records and lesson plans, and other relevant factors were also often taken into account. Another aspect is related to the students themselves where the student's ability to understand and the students' achievement can be seen through their academic reports (monthly and annual reports), winning on Olympics and Tournaments, etc.

1.3 Problem Formulation

In this research, the problems that will be examined are:

- a. Does Training have influence in Sekolah Brigjend Katamso Sunggal?
- b. Does Teacher's Performance have influence in Sekolah Birgjend Katamso Sunggal?
- c. Do Trainings have influence towards Teacher's Performance in Sekolah Brigjend Katamso Sunggal?

1.4 Objective of the Research

This research is expected to aim at these Objectives :

1. To examine the trainings at Sekolah Brigjend Katamso I

2. To examine the teacher's performance at Sekolah Brigjend Katamso I
3. To examine the effect of trainings towards teacher's performance at Sekolah Brigjend Katamso I.

1.5 Benefit of the Research

1.5.1 Theoretical Benefit

The Theoretical Benefits of this research will provide data that can be used as references and examples. It will give some acknowledgment to School Managers or Head Masters on how to manage and conclude whether the trainings in their school has effect on their teachers. It will also help the Human Resource Team to improve, educate and nurture the teachers they hired.

With this paper, the effectiveness of Training will be revealed. HR teams can observe and decide what are some of the better ways needed to be done in order to enhance the performance of teachers.

1.5.2 Practical Benefit

When the research is done, the benefits comes back to the school, the writer, and other company, institutions, or educational foundations. The school will come to know what has happened inside their organization, why is that happening, and what can they do to fix it. With the results of this research, the school may come to know which of their teachers are not doing a great performance. To the writer, this research is a process that hopefully gives the writer new experiences and knowledge in managing Human Resource Department (HRD) management problems. The research can also help other companies in similar industries and facing similar conditions to find solutions through this research.

