

The Effectiveness of Training by the Department of Education and Culture in Improving the Quality of Teachers' Human Resources

Disca Berlian^{1*}, Anisah Anisah², Merika Setiawati³, Nikmah Hayati⁴

¹²³⁴ Department of Educational Administration, Padang State University, Padang, Indonesia

ARTICLE INFO

Article history:

Received August 09, 2025

Revised August 11, 2025

Accepted August 15, 2025

Available online September 30, 2025

Keywords:

Effective, Training, Human Resources



This is an open access article under the [CC BY](https://creativecommons.org/licenses/by/4.0/) license.

Copyright © 2022 by Author. Published by Laboratory of Educational Administration Departemen Universitas Negeri Padang

ABSTRACT

This study aims to describe the effectiveness of training conducted by the Education Office in improving the quality of teachers in South Tangerang City. This study employs a descriptive quantitative method with one variable, namely the effectiveness of the training. Data collection techniques were conducted through the distribution of questionnaires to 80 teachers who participated in the Government Transformation Academy training using a descriptive quantitative research method involving the calculation of averages (mean) and percentages based on four indicators: reaction, learning process, behavioral change, and outcomes/impact. The research results indicate that the training provided is effective with an average score of 4.33 and a TCR of 86.6%, as evidenced by the high average scores and percentage achievement rates across each indicator. For the reaction indicator, the average score was 4.28 with a TCR of 85.6%, categorized as effective. for the learning process indicator, an average score of 4.32 was obtained with a TCR of 86.5%, categorized as effective; for the behavioral change indicator, an average score of 4.34 was obtained with a TCR of 86.8%, categorized as effective; and for the outcome/impact indicator, an average score of 4.38 was obtained with a TCR of 87.65%, categorized as effective.

Corresponding Author:

Disca Berlian

Email: discaberlian@gmail.com

1. INTRODUCTION

Improving the quality of human resources (HR) is one of the strategic priorities in facing the challenges of globalization and rapid technological developments. In the context of national development, superior human resources are not only determined by formal education, but also by skills, creativity, and the ability to adapt to change. The Indonesian government, through various policies, has emphasized the importance of HR development in supporting the achievement of the "Indonesia Emas 2045" vision, particularly through improving the quality of education and workforce training.

In the education sector, teachers play a role as agents of change who are responsible for shaping the character and competencies of students. The quality of learning depends heavily on the competence and professionalism of teachers, so improving teacher capacity is a crucial step in creating a competitive generation. One of the efforts made by local governments to improve teacher competence is through training programs designed and implemented by the Department of Education and Culture. According to (Fitriyani & Novalia, 2023) Training in the field of education is a program carried out over a certain period of time to develop school human resources, especially teachers, who are knowledgeable, have good personalities, and are skilled in educating. (Joko et al., 2015) states that training enables human resources to realize their potential. An in-depth

training program serves as a tool to improve employee skills and enable them to perform their jobs better.

In South Tangerang City, various training programs have been implemented, including information technology-based training such as the Government Transformation Academy (GTA). The Government Transformation Academy (GTA) is a human resource development program aimed at enhancing the competencies of civil servants, military personnel, and police officers to support the acceleration of digital transformation.

However, initial observations indicate that the effectiveness of these training programs is still suboptimal. Some teachers participate in training merely as a formality, training outcomes are not implemented sustainably, and training materials do not fully encourage changes in teaching practices. The lack of post-training mentoring also poses a barrier to ensuring the transfer of knowledge and skills into the teaching and learning process. Training effectiveness is a measure used to assess the extent to which training objectives can be achieved and have a positive impact on training participants, in terms of increasing knowledge, skills, and behavioral change. Training effectiveness is directly related to the extent to which the training is able to overcome existing problems and contribute to improving performance quality, both individually and organizationally.

Based on these conditions, it is necessary to conduct a study to measure the level of effectiveness of training conducted by the South Tangerang City Education and Culture Office, particularly in the context of improving the quality of teacher human resources. This study aims to analyze the effectiveness of training in terms of participant reactions, learning processes, behavioral changes, and results/impacts as part of strategic efforts to improve the quality of education.

2. METHOD, DATA, ANALYSIS

The type of research used in this study is a quantitative approach with a descriptive method. Descriptive research is a type of research that aims to determine the value of independent variables without making comparisons or linking one variable to another (Sugiyono, 2018). The population in this study was all participants in the 2024 Government Transformation Academy training in South Tangerang City, totaling 100 people. The sample used in this study was determined using proportional random sampling. The sample size was calculated using the Slovin formula.

3. RESULT AND DISCUSSION

Result

Data processing on the effectiveness of training by the Education and Culture Office in improving the quality of teachers' human resources can be seen in the table.

Tabel 1. Training Effectiveness Data Results

No	Indicator	Mean	TCR	Category
1	Reaction	4,28	85,6	Effective
2	Learning Process	4,32	86,5	Effective
3	Behavioral Change	4,34	86,6	Effective
4	Outcome/Impact	4,38	87,6	Effective

Based on the table above, the highest average score is found in the outcome/impact indicator at 4.38 with a TCR of 87.6%, while the lowest score is found in the reaction indicator at 4.28 with a TCR of 85.6%. Overall, the average effectiveness score of the training in improving the quality of teachers' human resources in South Tangerang City is 4.33 with a TCR of 86.6%. This means that the effectiveness of the training conducted by the Education and Culture Department in improving the quality of teachers' human resources in South Tangerang City is effective.

Discussion

Reaction

Based on research data, the effectiveness of training provided by the Education and Culture Office in improving the quality of teachers in South Tangerang City is categorized as "Effective" with an achievement rate of 86.6%. From several indicators of training effectiveness, it can be seen that the lowest average score is in the reaction indicator, which is 4.28 with a

percentage of 85.6%. Although classified as “effective,” this achievement presents an opportunity for improvement in the aspect of participants' initial perceptions of the training. The reaction indicator reflects how participants directly respond to the training, including satisfaction with the content, facilitators, delivery methods, and the relevance of the training to work-related needs (Kirkpatrick & Kirkpatrick, 2006).

These results indicate that the majority of participants have a positive view of the training organized by the South Tangerang City Education and Culture Office. However, differences in scores with other indicators open up room for improvement to enhance the overall participant experience. The diverse opinions of participants are valuable input for the development of future training designs to better align with the expectations and needs of teachers in the field.

In this context, the training developed can be directed toward a more participatory, contextual, and needs-based approach tailored to participants' actual requirements. Adjustments to delivery methods, the development of practical materials, and the enhancement of facilitators' competencies in fostering active and inspiring interactions will further encourage more positive reactions from participants. Guskey (2000) emphasizes that participants' initial experiences during training play a crucial role in shaping motivation, attention, and enthusiasm, which influence subsequent learning processes.

With these positive reaction indicators, training organizers have a strong foundation to continue innovating in designing training programs that are increasingly engaging and meaningful. Especially in today's digital age, teachers need training support that not only enhances technical competencies but also strengthens emotional engagement and a lifelong love of learning. Training that combines effective pedagogical approaches with a pleasant learning environment is believed to sustainably enhance participants' positive reactions (Widodo, 2015 in Wijaya, 2023).

Therefore, the achievement of reaction indicators in this study not only demonstrates the success of the training but also provides strategic direction for organizers to continue strengthening all aspects of training planning, implementation, and evaluation.

Learning Process

Based on the research data, it is known that the effectiveness of training by the Education and Culture Office in improving the quality of teachers in South Tangerang City in terms of the learning process indicator is in the “Effective” category with an achievement percentage of 86.5%. This means that the effectiveness of training by the Education and Culture Office in improving the quality of teachers in South Tangerang City is effective. Being in the effective category, the training organizers, particularly the Education and Culture Office of South Tangerang City, need to maintain the quality of the implementation of the learning process in the training and strengthen aspects that can encourage active participant involvement. The learning process in the training is the core of knowledge, skill, and attitude transfer aimed at continuously improving teachers' competencies (Mulyasa, 2013).

The achievement of 86.5% on this indicator shows that the learning process applied during the training has been quite successful in creating meaningful learning experiences for participants. This may include the use of interactive learning methods, the provision of materials relevant to teaching practices, and the availability of supportive learning media and technology (Sudjana, 2009).

However, this effectiveness still needs to be improved through strategies that focus on enhancing the quality of interaction between facilitators and participants, as well as strengthening feedback and reflection during training sessions. According to Knowles (1980), the learning process of adults—in this case, teachers—will be more effective if it is based on direct experience, active involvement, and relevance to their professional needs.

In addition, learning in teacher training should also be directed toward improving critical thinking, collaboration, and innovation skills. High-quality professional development will lead to more effective teaching practices and ultimately contribute to improved student learning outcomes.

Thus, the achievements in this learning process indicator are a positive indicator that the training has been effective, but continuous innovation is still needed to achieve more effective results. Training organizers need to continue to pay attention to learning design, teaching methods, and the use of digital technology in creating an active, collaborative learning environment that has a real impact on teacher performance in schools

Behavior Change

Based on the research data, it is known that the effectiveness of training by the Education and Culture Office in improving the quality of teachers in South Tangerang City in terms of behavioral change indicators is in the "Effective" category with an achievement percentage of 86.6%. This means that the effectiveness of training by the Education and Culture Office in improving the quality of teachers in South Tangerang City is effective. Being in the effective category, training organizers and education policymakers need to maintain this achievement and encourage the implementation of training outcomes in real-world practice. The behavioral change indicator is an important aspect in evaluating the success of training, as it reflects the extent to which trainees apply the knowledge and skills they have acquired to their daily tasks and responsibilities (Kirkpatrick & Kirkpatrick, 2006).

The 86.6% achievement in this indicator shows that most teachers who participated in the training have experienced positive changes in their work behavior. These changes not only impact the improvement of teacher performance but also influence the improvement of learning quality in schools.

According to Guskey (2000), behavioral changes in training participants are influenced by the success of the learning process during training, workplace support, and the availability of follow-up or post-training coaching. Thus, the effectiveness of training that has been achieved can be further strengthened through the provision of post-training discussion forums, mentoring, regular supervision, and follow-up evaluations of the application of training outcomes.

Additionally, collaboration between the Education Department, school principals, and fellow teachers is crucial in creating a conducive work environment for the sustainable implementation of behavioral changes. A supportive work environment will encourage teachers to consistently apply their new competencies and boldly take on roles in transforming learning to be more adaptive to the needs of the times.

In other words, success in behavioral change indicators is a positive signal that the training has had a real impact on the quality of teachers as human resources. Moving forward, post-training strengthening strategies are one of the key factors in ensuring that behavioral changes are not only temporary but sustainable and contribute to the overall improvement of education quality

Results/Impact

Based on the research data, it is known that the effectiveness of training by the Education and Culture Office in improving the quality of teachers in South Tangerang City in terms of results/impact indicators is in the "Effective" category with an achievement percentage of 87.6%. This means that the effectiveness of training by the Education and Culture Office in improving the quality of teachers in South Tangerang City is effective. Being in the effective category, the training organizers, particularly the Education and Culture Department of South Tangerang City, need to maintain and improve this level of success through sustainable strategies. Outcome or impact indicators reflect the extent to which training provides tangible benefits in terms of improving performance, productivity, and the quality of learning in educational institutions (Guskey, 2000). The achievement rate of 87.6% indicates that the training has made a positive contribution to improving teacher quality, both in pedagogical, professional, social, and personal aspects.

These results indicate that the training not only successfully improved teachers' knowledge and skills but also had a positive impact on the quality of the learning process and outcomes for students at the school. According to Mulyasa (2013), effective training will produce teachers who are capable of innovating learning, utilizing technology, and applying approaches that are appropriate to the characteristics of their students. This forms the foundation for creating human resources that are superior and adaptive to the changing times.

However, the effectiveness of outcome/impact indicators must be maintained through continuous monitoring and evaluation efforts. Local governments and schools must ensure that training outcomes are consistently implemented in daily learning activities. One strategy that can be applied is to strengthen post-training follow-up programs, such as coaching, academic supervision, and forums for sharing best practices among teachers.

Therefore, the success of these outcome indicators is proof that the training conducted has made a significant contribution to improving the quality of teacher human resources. Going forward, it is important for all parties to continue developing a training system that is not only administratively measurable but also has a long-term impact on the transformation of education to be more competitive and of higher quality

4. CONCLUSION

Based on the results of the research and discussions conducted previously, it can be concluded that:

The effectiveness of training by the Education Office in improving the quality of teachers in South Tangerang City is in the effective category, with a score of 4.33 and an achievement percentage of 86.6%. This shows that, overall, the training was successfully implemented and was able to make a real contribution to improving teacher competence.

Among the four indicators of training effectiveness, the outcome/impact indicator received the highest score of 4.38 with an achievement rate of 87.6%, reflecting that the training has a positive impact on the quality of teachers' performance and learning. Meanwhile, the lowest average score was on the reaction indicator, at 4.28 with an achievement rate of 85.6%, which remains in the effective category but requires attention to improve the quality of participants' initial experiences during the training.

The success of the training can be further improved through strategies that strengthen the learning process, behavioral change, and long-term results, including active participant involvement, provision of post-training follow-up, and workplace support. These efforts are important so that the training is not only technical and administrative in nature, but also has a sustainable impact on improving the quality of education.

Suggestion that the author can provide:

1. Head of the Education and Culture Office

The effectiveness of training will be more optimal if there is follow-up guidance through activities such as monitoring, supervision, or forums for sharing good practices among teachers. This is important to support behavioral change and consistent application of training outcomes.

2. School Principal

The school principal plays a strategic role in supporting the successful implementation of teacher training outcomes within the school environment. Therefore, it is recommended that the school principal provide tangible and sustained support to teachers who have participated in training, both by providing opportunities to apply new knowledge and skills and through a supervisory system that is supportive and constructive.

3. Teacher Trainees

Teachers as training participants are expected to be more active and enthusiastic in participating in all training activities. Active involvement not only reflects seriousness in learning but also directly impacts the ability to understand and apply the material that has been learned

5. ACKNOWLEDGE

I would like to express my sincere gratitude to Dr. Anisah, M.Pd my Academic Advisor, for the valuable input and suggestions provided throughout the course of this research. I also extend my thanks to the Head of the South Tangerang City Education Office for granting permission to conduct this study, as well as to all teacher who took the time to participate as respondents in this research.

6. REFERENCES

- Arikunto, S. (2013). *Dasar-dasar Evaluasi Pendidikan (Edisi Revisi)*. Bumi Aksara.
- Arikunto, S. (2014). *Prosedur Penelitian*. Jakarta: Rineka Cipta.
- Aryani, J. (2019). Analisis Efektivitas Kontribusi Komunitas Masyarakat Tanpa Riba Kota Medan
- Erdina, T. V., & Hariani, D. (2017). Analisis Efektivitas Organisasi dalam Program Pelayanan Administrasi Terpadu. *Journal of Public Policy and Management Review*, 6(3).
- Chaerudin, Ali, Rani, & Alicia, V. (2020). *Sumber Daya Manusia: Pilar Utama Kegiatan Operasional Organisasi*. CV Jejak.
- Darari Bariqi, M. (n.d.). Pelatihan dan Pengembangan Sumber Daya Manusia. In JSMB (Vol. 5, Issue 2).
- Faustino Cardoso Gomes. (2003). *Manajemen Sumber Daya Manusia*. Penerbit Andi.
- Fitriawati. (2024). Pentingnya Pelatihan Kompetensi Guru dalam Menghadapi Tantangan Pendidikan Masa Kini. *Jurnal Manajemen Pendidikan*.
- Fitriyani, & Novalia. (2023). Meningkatkan Kualitas Pembelajaran: Peran Strategis Pelatihan Guru. *Jurnal El Madrasah*, Vol. 3 No. 2.
- Hertati, D. (2019). *Buku Monograf Efektivitas Full*
- Iga rosalina_. (n.d.). *Efektivitas Program Nasional Pemberdayaan*.
- Marlina, J., Qalbi, S., & Putera, Z. (2020). Efektivitas Kemerdekaan Belajar Melalui Bermain terhadap Karakter Anak TK Baiturridha Kabupaten Padang Pariaman. *Jurnal Ilmiah Potensia*, 5(2), 83–90. <https://doi.org/10.33369/jip.5.2>
- Irwan, M., & Nasution, P. (2016). Mobile Learning pada Sekolah Dasar. *Jurnal Perpustakaan dan Informasi*, 10(01), 1-14
- Joko, O., Julifan, A., & Bmti, P. (2015). Efektivitas Manajemen Pendidikan dan Pelatihan Berbasis Kompetensi Bagi Guru. In *Jurnal Administrasi Pendidikan*: Vol. XXII (Issue 2).
- Khadijah, S., & Online, / Jmm. (2017). Efektivitas Pelatihan Kompetensi dalam Peningkatkan Kinerja Guru di SMPN 1 Batang Gangsal *Jurnal Mitra Manajemen (JMM Online)*. In JMM Online (Vol. 1, Issue 2).
- Kusuma Indrayani, F. (n.d.). Efektivitas Program Keluarga Harapan di Desa Sugihwaras Kecamatan Saradan Kabupaten Madiun.
- Mulyasa, E. (2009). *Menjadi Guru Profesional: Menciptakan Pembelajaran Kreatif dan Menyenangkan*. Remaja Rosdakarya.
- Prasetyo, S. B. (2009). *Dalam Menuju SDM*. Budi Aksara
- Rifa'i. 2021. *Pengantar Metodologi Penelitian*. Yogyakarta: Sukapers UIN Sunan Kali Jaga.
- Rosalina. (2012). Efektivitas Program Nasional Pemberdayaan Masyarakat Mandiri *Jurnal Manager*, 01(Efektivitas Program Nasional Pemberdayaan Masyarakat), 0–216.
- Romario Vernando Rompas, Ronny Gosal, & Gustaf Undap. (2018). Efektivitas Pengelolaan Pasar Tradisional Kawangkoan dalam Menunjang Pendapatan Asli Daerah. *Jurnal Jurusan Ilmu Pemerintahan*, 1 No. 1.
- Sugiyono. 2014. *Metodologi Penelitian Kuantitatif dan R&D*. Bandung: Alfabeta.
- Sugiyono. 2016. *Metode Penelitian Administrasi Dilengkapi dengan Metode R&D*. Bandung: Alfabeta.
- Suparman, M. A. (2012). *Desain Instruksional Modern*. Jakarta: Erlangga.
- Tegar Pane, Femmy M. G, & Gustaf Buddy Tampi. (2020). Efektivitas Unit Layanan Administrasi Dalam Pengelolaan Data di Sekretariat Daerah Provinsi Sulawesi Utara. *E-Journal UNSRAT*, 1–6
- Sudjana, N. (2005). *Dasar-dasar proses belajar mengajar*. Sinar Baru Algensido.
- Sudjana, N. (2009). *Penilaian Hasil Proses Belajar Mengajar*. Remaja Rosdakarya.
- Wayan Budiani, N. (n.d.). Ide Efektivitas Program Penanggulangan Pengangguran Karang Taruna “Eka Taruna Bhakti” Desa Sumatera Kelod Kecamatan Denpasar Timur Kota Denpasar.
- Widia Sari Defi. (2013). Faktor yang Mempengaruhi Efektivitas Pelatihan di LPK Pasific Marine School Yogyakarta. *Jurnal Ilmiah Manajemen*, Vol. 3 No.1.
- Wijaya, S. (2023). Pentingnya Pelatihan dan Pengembangan Dalam Menciptakan Kinerja Karyawan di Era Digital. *Analisis*, 13(1), 106–118. <https://doi.org/10.37478/als.v13i1.2523>.