THE EFFECT OF TRAINING AND MENTORING ON THE PERFORMANCE OF PRINCIPALS OF TANOTO FOUNDATION'S PINTAR PROGRAM PARTNER SCHOOLS IN BATU BARA DISTRICT

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Abstract. *Training is a process that is key to improving one's skills, attitudes and knowledge, and helping build awareness on socio-economic aspects. The main objective of this study was to assess and investigate the effect of training and mentoring on the performance of the principals of Tanoto Foundation's PINTAR program partner schools in Batu Bara District. The PINTAR program is an interactive educational program through a learning management system to improve the quality of educators. This type of research is descriptive research with quantitative approach with the questionnaire method. The survey was used to collect data from a sample population of school principals who had attended the 2022 training in Batubara District. Data were analyzed using descriptive and inferential statistics. The results showed that the training design, training needs assessment, training delivery style and training evaluation has a significant positive effect on the performance of school principals in Batubara District.*

Keywords: *Training; Monitoring; Pintar Program; Principals.*

1. INTRODUCTION

The role of the principal in improving the quality of education in schools is very important. They are responsible not only for managing school administration, but also as leaders and strategic decision makers to achieve educational goals. Therefore, it is important for school principals to have sufficient skills and knowledge to manage schools effectively.

Training and mentoring are two common strategies used to develop principals' skills. Through training, principals have the opportunity to increase their knowledge through specially designed programs. Meanwhile, mentoring involves direct guidance and support from mentors who are more experienced in school leadership. With training and mentoring, principals can improve their leadership skills, pedagogical understanding and managerial abilities.

However, despite the widespread implementation of principal training, there is still a lack of adequate research to examine the effect of training and mentoring on principal performance, taking into account factors of training design, training needs assessment, delivery style, and training evaluation. Therefore, more in-depth research is needed to understand in more detail the influence of these factors on school principal performance.

One of the philanthropic institutions that has committed to improving the quality of education is the Tanoto Foundation. Through the PINTAR program, the Tanoto Foundation provides training to school principals to improve school-based management and management. This program aims to help school principals develop the managerial, leadership, and strategic skills needed to improve the quality of education in schools.

The Tanoto Foundation's training programs cover various aspects, such as academic supervision, active learning, reading culture, and involving the community in developing school programs. This training aims to help school principals optimize existing resources, improve teacher and student performance, and achieve better

educational goals.

In 2022, Tanoto Foundation will also provide training to school principals. This training aims to equip school principals with the skills and knowledge needed to manage schools effectively and provide effective evaluations in improving teacher capacity.

In the end, this study aims to identify and analyze the effect of training and mentoring on the performance of school principals. By collecting relevant data and information, this research is expected to provide a better understanding of the extent to which training and mentoring can improve the performance of school principals. In addition, this study can also analyze training design factors that have a significant influence on the performance of school principals.

Through this research, it is hoped that a better understanding can be obtained about the relationship between training, mentoring, and school principal performance. This can assist in the development of more effective training strategies and programs as well as provide recommendations to relevant parties in improving the performance of school principals.

2. LITERATURE REVIEW
2.1 Training

Training consists of planned organizational efforts to help employees acquire work-related knowledge, skills, abilities, and behaviors, with the aim of applying to work (Noe & Hollenbeck, 2019). Training is the systematic modification of behavior through a learning process, which enables individuals to increase the level of knowledge, practice and qualifications necessary to carry out their tasks efficiently. This improves employee and employer performance (RAG Khan et al., 2011). In addition, according to A. Khan et al. (2016), training helps the workforce adapt perfectly to new technologies thereby increasing the efficiency and productivity of individuals and organizations.

Training is a process of helping employees gain effectiveness in their current and future jobs through increased knowledge and skills (Flippo, 2016). Training is part of education related to the learning process to acquire and improve skills outside the formal education system, where the time spent is relatively short with methods that prioritize skills improvement. (Anggereni, 2019). Training is a place or environment for employees, where the container is a place to learn attitudes, abilities, skills, knowledge and behavior related to work. (Maryadi, 2019). In science, training is a relationship between lines, namely managers, supervisors, staff and all employees in the company. While expertise is the ability of a person to do his job well. Training itself is a means and effort to improve the work results of employees who were previously not good, minimizing human error caused by a lack of knowledge, education and lack of trust from workers. (Supardi & Yusman, 2021). Training in the opinion of (Sikula, 2016) is a short-term educational process using systematic and organized procedures where non-managerial individuals learn technical knowledge and skills for specific purposes: training is a short-term educational process using systematic and organized procedures, so that employees have technical knowledge and skills for a specific purpose.

Training is an important part of any program or activity involving knowledge acquisition and retention. The best approach to developing training materials is to start by examining the training plan and available resources. Training materials are the knowledge and skills needed to achieve the goals set by the company in accordance with training accreditation guidelines (Mokhtar & Susilo, 2017). Training materials must suit the needs of the organization and trainees (Nursyahputri & Saragih, 2019). Indicators of training material are 1) the accuracy of the training material with the training theme, 2) the timeliness of delivery of the material, 3) capacity building, 4) the ease of understanding the material and 5) the integrity of the training group is built in maintaining post-training communication.

The purpose of training is essentially the answer to the problems faced by individuals or groups of people in obtaining and improving the skills needed to do a job. (Bali et al., 2021). The purpose of the training is to meet the needs of human resources, productivity and quality that have been determined by the company (Darmawati, 2019). In an organization, training is one of the efforts made to solve problems faced or help the organization to carry out and achieve organizational goals effectively and efficiently. Indicators of training objectives are 1) increasing the appreciation of the soul and ideology, 2) increasing work productivity, 3) increasing the quality of work, increasing the determination of human resource planning, 4) increasing moral attitudes and morale, 5) increasing stimulation so that employees can work effectively. optimally, 6) improve occupational health and safety, 7) avoid obsolescence and 8) improve employee development

Organizations need to apply a systematic approach to training to ensure training results. A systematic training approach often includes identification of training needs, training design, delivery style, and training evaluation (Mathis & Jackson, 2016). Careful implementation of every element of the training process determines its success. From the employee's perspective, training can be effective if it is associated with a high level of motivation, creates a better ability to do the job, and also makes them feel positive about their job (Balogun, 2011). Armstrong (2014) explains that training must be systematic because it is designed, planned and implemented specifically to meet predetermined needs. It is provided by people who know how to train and the impact of the training is carefully evaluated.

According to Mondy and Martocchio (2016) and Mathis and Jackson (2016), a systematic training process consists of four phases, namely training needs assessment, training design, training delivery style and training evaluation.

Assessment of training needs because training is a needs-oriented endeavor, determining the level, type, and duration of training is critical at this stage of the process. Consequently, assessing the training needs of an organization represents the diagnostic phase of planning training objectives. As quoted from Khan and Masrek (2017); Priyadarshini and Dave (2013), training needs assessment is a strategic process that involves identifying organizations, industry goals, gathering competencies, and analyzing information, determining gaps between the current situation and future conditions. The appraisal phase includes employee and employer performance issues to determine if training is required. During the assessment, it is important to consider non-training factors such as compensation, organizational structure, job design, and physical work plans.

Training design Once a training needs assessment has been identified, it is necessary to develop a training design that includes learning concepts and different training approaches (Mathis & Jackson, 2016). Researchers report the main independent variables affecting training. One of the factors is training design (Abeeha & Bariha, 2012). Effective training design considers the learner and instructional strategies, as well as how to maximize the transfer of training from the classroom to the workplace (Mathis & Jackson, 2016).

Style of training delivery According to Mathis and Jackson (2016), once the training is designed, the actual delivery of the training can begin. It is generally agreed that the training is piloted or delivered on a trial basis to ensure that it meets the needs assessed. Delivery style is very important because it is the method of employee change, which is expected of the trainee. Delivery style will facilitate the type of training, the many approaches and methods that can be used to deliver: adult learning principles, learning styles, and training materials

Training evaluation Evaluation is the final stage of a training program. It is a means of verifying the success of the program, ie whether the employees in the program are effectively performing their jobs for which they have been trained. As stated by Balogun (2011), the concept of evaluation is most often interpreted in determining the

effectiveness of a program against its objectives. Mathis and Jackson (2016), also reported that training evaluation compares post-training outcomes with the pre-training objectives of managers, trainers, and trainees.

2.2 Mentoring

According to Idoko et al. (2016), mentoring in education is a process of learning and development based on personal relationships in which an experienced teacher called a mentor helps a new teacher called a mentee to develop as a professional and achieve professional goals. Mentoring relationships differ from other types of personal relationships in that they are developmental relationships that are embedded in a career context. Mentoring can help new teachers put theoretical knowledge into practice, apply organizational concepts for specific responsibilities and become familiar with a given work situation (Pan and Hovde, 2010). Two main views of mentoring identified are formal mentoring, and informal mentoring. Formal mentoring is a formally structured program that includes mentoring relationships within professional organizations or associations. Mentees are matched with mentors based on parameters set by administrators. The organization oversees and guides mentoring programs to promote employee development.

Informal mentoring refers to a one-to-one relationship where selection depends on the personal choice of either the mentor or the mentee. It occurs spontaneously based on mutual respect and connection when a person with more experience takes a special interest in the career of a less experienced colleague he or she organizes as a person of potential or talent. It can also occur when a less experienced individual approaches an experienced senior colleague who he believes can help him acquire new knowledge and skills (Spencer, 2010).

Idoko et al. (2016) note that informal mentoring is widely practiced in the academic field among all levels of staff as the practice is more or less like an apprenticeship. Their findings reveal that informal mentoring allows individual participants to disconnect without organizational input.

The results show that informal mentoring, which is usually unplanned, unstructured and without any kind of organizational involvement is the main strategy used for professional development in Nigeria. Ekechukwu and Horsfall (2015) argue that academic assistance plays an intensive role in education to realize the quality of a teacher. When a less experienced teacher is taught by an experienced teacher, it signifies guidance especially when there is follow-up from the mentor and/or mentee. They further explained that mentoring can empower teachers on an ongoing and lifelong basis.

2.3 Performance

In general, performance is acting on the tasks assigned by the organization and meeting organizational standards. Every organization expects some kind of organizational behavior from its employees that is useful for achieving overall organizational goals.

Employee performance which has many components such as commitment, satisfaction and work knowledge can be improved through formal training provided by the employer which becomes a strong basis for employee productivity and ultimately fulfills the achievement of the goals given by the organization. Training is a basic and effective tool in the successful achievement of company goals which ultimately results in increased productivity (Colombo & Stanca, 2008; Sepulveda, 2005)

(Noe 2014) mentioned the lack of training and development programs provided by employers in the United States when in 2000, they stated that only 16% of the total workforce had never attended any type of training provided by employers and that organizations have started to realize the importance of training and development understand that they play an important role in improving performance increasing productivity to compete.

3. RESEARCH METHODS

This research involved all school principals at the PINTAR Tanoto Foundation partner elementary school level, totaling 12 school principals. This study aims to evaluate the impact of training and mentoring provided to school principals on their performance. The method used in this research is descriptive analysis and statistical inferential. Descriptive analysis will be used to describe the characteristics of school principals, the training provided, and their performance before and after training. This analysis will provide an overview of the distribution of data and trends.

Furthermore, statistical inferential analysis will be used to test hypotheses and make conclusions regarding the impact of training and mentoring on the performance of school principals. Statistical inferential methods involve the use of techniques such as hypothesis testing, regression analysis, or significant difference testing to identify the relationship between the variables studied. By using these two methods, this study aims to provide a deeper understanding of the extent to which training and mentoring can affect the performance of school principals.

The data collection instrument used in this study was a questionnaire containing a number of questions that had to be filled out by the respondents. This method was chosen because it allows researchers to collect data from many respondents in a relatively short time and can be distributed to many school principals simultaneously, thus speeding up the data collection process. Then the data obtained can be processed and analyzed easily using statistical software. The results of the analysis can provide a deeper understanding of the relationship between the variables studied.

4. RESULTS AND DISCUSSION

The Innovation Development Program for Learning Quality (PINTAR) pioneered by the Tanoto Foundation is a program that gradually and continuously trains and assists teachers to always apply the elements of active learning experience, interaction, communication and reflection or MIKiR in learning. In practice, active learning is supported by training teachers in developing questions that encourage students to have higher-order thinking skills.

In an effort to improve school capacity and quality in a sustainable manner, the Tanoto Foundation's PINTAR program launched a digital Learning Management System (LMS)-based training program called e-PINTAR. Teachers from all over Indonesia can practice independently developing active learning in virtual or face-to-face learning through platforms.

In 2022 the Tanoto Foundation's PINTAR program will carry out training that will be attended by all partner school principals in 16 (sixteen) elementary schools and eight junior high schools. This training aims to equip school principals with the skills and knowledge needed to manage schools effectively and provide effective evaluations in improving teacher capacity. The approach used in this activity is synchronously via zoom for material presentation and asynchronously via WhatsApp and Google features in carrying out training assignments.

The PINTAR program uses several methods in developing educational quality innovations, including using Media and the Environment as learning resources, using student worksheets and emphasizing the teacher's role as a facilitator in active learning by conducting regular training and mentoring. In the active learning process, the learning process places more emphasis on students (student center). Through scenarios or lesson plans that are made, it is easier for teachers to implement active learning because children are more active in carrying out experience, interaction, communication, and reflection (MIKiR) activities.

The development of active learning depends on the teacher's ability to design Learning Implementation Plans and scenarios according to the elements of active learning. Active learning means that in the learning process, the teacher must create an

atmosphere in such a way that students can experience (carry out activities, observe), interact with friends, communicate (convey ideas), and reflect on what has been learned.

The results of observations during the training show that the implementation of active learning, the teacher seeks to become a facilitator in the learning process. This can be seen from what the teacher does during the learning process. The teacher's success in implementing the development of active learning is inseparable from the role of the school principal as a policy maker. The success of the Tanoto Foundation's Smart Smart program in partner schools depends on the quality and readiness of all parties, especially the school principal as a role model. The results of this training can be seen in the six-monthly monitoring conducted in November 2022. In several indicators measured, 89.3% of school principals have implemented good learning leadership, 61.1% of school principals have implemented a reading culture program to improve literacy skills students, 76.7% of school principals have involved the community in school development and 58.7% of school principals have designed character development programs in schools.

Based on the results of a survey conducted involving school principals in 12 (twelve) elementary schools in Batubara District, it was found that 85% of school principals actively participated in the training. All training participants stated that the materials obtained were easy to apply and were committed to implementing them. The follow-up of this training can be seen by the efforts of the principal to facilitate changes in learning after being trained by involving all parties in the school to carry out academic and managerial supervision to support the implementation of learning training. In addition, the survey results also show that school principals are also encouraged to play an active role in dealing with obstacles faced by teachers in implementing active learning, in the form of training in formulating activities that reflect active learning according to context.

CONCLUSION

Training and mentoring assist partner school principals in implementing training for better school management and academic supervision of teachers. However, the research was limited to only 12 schools. For further research, researchers suggest that it can be developed with more respondents at the elementary and junior high school levels.

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