

ANALYSIS OF TRAINING AND RESOURCE DEVELOPMENT ON TEACHER PERFORMANCE AS PART OF A HUMAN CAPITAL DEVELOPMENT STRATEGY IN ELEMENTARY SCHOOLS 104242 LUBUK PAKAM

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Abstract. *The increasing development of education in Indonesia has an impact on the need for teachers who are qualified, professional, and have sufficient competence to meet the demands of complex learning. One of the factors that can affect teacher performance is training and development. The purpose of this study was to analyze and describe the effect of human resource training and development on teacher performance as part of the Human Capital development strategy. The research uses a qualitative approach through observation and interviews as well as filling out questionnaires. Based on the results of observations and interviews, data was obtained that training and development had been carried out based on the applicable provisions and regulations. Based on the questionnaire data, it was found that the teacher's performance at SD Negeri 104242 Lubuk Pakam was in the good category. Overall, research shows an increase in teacher performance, communication and interaction between teachers and students is going well. It can be concluded that the application of training and development to teacher performance as part of the human capital development strategy at 104242 Lubuk Pakam Elementary School has been carried out based on the provisions and regulations that apply as a whole and are adapted to the needs and criteria of each subject. This research can be used as a reference in developing the quality of the teaching and learning process so that the expected results can be achieved optimally and create quality graduates by improving teacher performance as human capital.*

Keywords: *Human Capital; Teacher Performance; Training and Development.*

1. INTRODUCTION

The civilization of a nation is basically being built through education. Consequently, education must always be based on the ideas of growth, development, renewal, and sustainability, and its implementation must be properly managed (Amtu et al., 2020) . To meet expectations for high quality education that is relevant to current needs, it is necessary to consistently work to improve the quality of education (Siagian et al., 2021) . Quality education is education that can help teachers and students realize their positive potential (Wibowo & Saptono, 2018) . It is clear that having qualified teachers on staff is one of the determining factors in achieving a great education (Rimm-Kaufman & Hamre, 2010) .

At present, in the era of 4.0 or the era of globalization, development is very rapid, especially now that *human capital competencies have become a form of human capital practice* which is the main issue of human development in almost all business organizations, both profit and non-profit, in various countries (Djatola & Nur. 2021). Even in Indonesia, everything that discusses *human capital competencies* , which in practice is called *Competency Based Human Resources Management (CBHRM)*, is widely discussed. starting from seminars, workshops, *in-house training* , to best practice awards (Lilik A, 2017).

One of the factors that can influence teacher performance is the training and development they receive. As stated by Jusriadi, et al (2021) that in an effort to create this competency, a teacher needs to improve his abilities both in the form of formal, non-formal and informal education. Relevant and targeted training and development can help teachers develop skills, knowledge and effective teaching strategies. Therefore, implementing training and developing

teacher resources in educational organizations is very beneficial for teacher performance in facing various challenges to fulfill their responsibilities as educators.

Elementary School 104242 Lubuk Pakam, as part of the national education system, aims to provide quality education to students. Based on observational data at School 104242 Lubuk Pakam, there are 17 teachers. Of the 17 teachers, 98% have bachelor's degrees and 2% have master's degrees. Meanwhile, in developing skills in the form of scientific activities to support the learning process, only 8 class teachers (47%) had attended online learning media training outside of school and 9 people (53%) subject teachers had not attended online training outside of school but only studied from teachers who have attended training, while class teachers who are aged around 5 teachers have attended training outside of school but are still unable to apply the results of the training to students. Thus it is felt that it is important to understand the effect of *human capital training and development* on the performance of teachers in Elementary School 104242 Lubuk Pakam in more depth. In this unique context, qualitative research is needed to explore the perceptions and experiences of teachers who have attended training and development in these schools.

2. LITERATURE REVIEW

2.1. Training and Human Resource Development

According to Sutrisno (2015), development is a process of enhancing employees' technical, theoretical, conceptual, and moral competencies through education and training. The education and training provided should be aligned with both current and future job requirements. Mondy and Noe, as cited in Hardijanto (2018), define human resource development as a continuous plan implemented by management to improve employee performance and organizational performance through training, education, and development programs.

Furthermore, Rowley and Jackson (2016) state that human resource development is a process aimed at enhancing employees' knowledge, expertise, and abilities, as well as developing competencies through training and development, organizational learning, leadership management, and knowledge management in order to improve performance.

Based on the above definitions, it can be concluded that human resource development is a set of activities designed to improve and enhance employees' capabilities by increasing their knowledge, mastery of theoretical concepts, and decision-making skills in addressing organizational challenges through training, education, and development programs.

Training itself is a process that involves a series of deliberate actions carried out in the form of assistance provided to the workforce by professional trainers within a specific period of time, with the aim of improving participants' job-related competencies in particular fields of work in order to enhance effectiveness and productivity within an organization (Hamalik, 2015).

2.2. Human Capital Development

Human capital refers to the knowledge, expertise, abilities, and skills that position individuals or employees as valuable capital or assets of an organization. Human capital is defined as the knowledge, skills, and abilities possessed by individuals that can be utilized to deliver professional services, particularly in the field of education. The term *human capital* is more commonly known as *human resources* (Efendi, 2020).

A simplified representation of the concept of human capital is illustrated in the following figure.

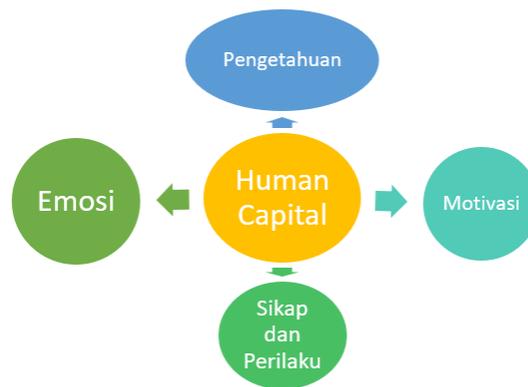


Figure 2.1 Human Capital Diagram

Human capital consists of several fundamental elements, including intellectual capacity, emotional capability, social networks, individual resilience, moral integrity, and physical health. In line with this perspective, recent studies emphasize that these elements remain highly relevant and play a strategic role in human resource development within modern organizations, particularly in supporting the achievement of optimal performance (Riztia et al., 2025). In addition, physical health and psychological well-being are increasingly recognized as integral dimensions of human capital that directly contribute to improvements in work productivity (Ramadhani et al., 2025). These six components of human capital will manifest optimally in performance when supported by leadership capital and organizational structural capital that provide a conducive working environment.

3. RESEARCH METHODS

This study used a qualitative approach that produces descriptive data in the form of written or oral data from the people and their observed behavior. The population in this study were teachers at SDN 104242 Lubuk Pakam. The sample in this study consisted of 17 teachers (2 boys and 15 girls). Data were obtained using a closed questionnaire and documentation and then providing a list of questions to the respondents who were the sample in the study. Data collection techniques were also carried out through interviews and direct observation at SDN 104242 Lubuk Pakam.

4. RESULTS AND DISCUSSION

Relevant and targeted training and development can help teachers develop skills, knowledge and effective teaching strategies. In addition, training and development can also motivate teachers, increase job satisfaction, and develop good relationships between teachers and students. Agreed according to Royani (2022) through training and development, the workforce will be able to work on, develop and improve their performance. Therefore, implementing training and developing teacher resources in educational organizations is very beneficial for teacher performance in facing various challenges to fulfill their responsibilities as educators.

In simple terms, human capital is the real or latent ability of an individual that is formed by an increase in both education and training that is carried out routinely and continuously (continuously) and the results of development and training can be used to contribute to the organization so that organizational goals can be achieved. run smoothly and accomplished. One of the factors that can influence teacher performance is the training and development they receive. As stated by Jusriadi, et al (2021) that in an effort to create this competency, a teacher needs to improve his abilities both in the form of formal, non-formal and informal education.

The results of observations and interviews conducted by researchers at SD Negeri 104242 Lubuk Pakam obtained data that training and development had been carried out based on the

provisions and regulations that apply as a whole and adapted to the needs and criteria of each subject, to plan and implement activities and training and development with the aim of increasing the ability and expertise as well as the performance of teachers in carrying out the teaching and learning process. This is as stated by one of the teachers at SD Negeri 104242 Lubuk Pakam who said that the training efforts carried out to develop the performance of teaching staff were quite good. Of the training activities, the activities that are often attended are training activities outside of school by sending educators to attend training and workshops according to the number of participants required at the request (invitation), but training inside schools is also carried out in a kind of in-house training. Existing education and training, including subject competency training, library training, curriculum technical guidance, self-development training to improve self-quality for example scientific publications, scientific writing training, training on new learning media or PTK training.

Table 1. Results of Teacher Performance Assessment

No	Statement	Always	Often	Someti mes	Seldom	Never
1	I am able to carry out learning in class well and structured.	88%	12%	0%	0%	0%
2	I have a deep understanding of the key concepts in the subject matter being taught.	71%	18%	6%	6%	0%
3	I am able to provide constructive and specific feedback to help students improve their understanding and achievement.	59%	29%	12%	0%	0%
4	I am able to create a conducive and orderly classroom environment and manage time effectively in the implementation of learning activities in class.	59%	18%	24%	0%	0%
5	I am able to identify the strengths and potential of students to optimize the learning process.	53%	29%	0%	12%	6%
6	I am able to encourage students to actively participate in discussions by providing fair opportunities to each student.	47%	18%	24%	6%	6%
7	I am able to encourage students to actively participate in discussions by providing fair opportunities to each student.	71%	24%	6%	0%	0%
8	I am able to design evaluation instruments in accordance with the learning objectives and the material being taught.	94%	6%	0%	0%	0%
9	I actively collaborate with colleagues to share ideas, experiences, and resources that can enhance student learning.	100%	0%	0%	0%	0%
10	I am able to deal with unexpected changes in situations or conditions with flexibility and ability to adapt.	47%	29%	12%	12%	0%
Total score acquisition		69%	18%	8%	4%	1%

Furthermore, based on the questionnaire data obtained related to teacher performance, it was also found that the average teacher performance on the indicator was always carried out at 69%, in this case it means that the performance of teachers at SD Negeri 104242 Lubuk Pakam is in the good category. This is in accordance with a statement from a teacher who stated that teacher qualifications had gone well, 98% of teachers who teach at SD Negeri 104242 Lubuk Pakam have taught with a minimum S1 diploma in a linear manner. There were only two teachers who taught not according to their qualifications. Meanwhile, if there are several teachers who want to improve their qualifications for further studies, it is permitted from the school, whether it's a scholarship program from the government or done privately.

From the results of observations, it can be seen that after training and development is held, teachers must often apply the teaching and learning process directly or practicum. Overall, research using the training and development model in teacher performance at SD Negeri 104242 Lubuk Pakam has shown that there is an increase in teacher performance, communication and interaction between teachers and students goes well. However, it is not only the learning outcomes that have increased, the attitude of students in responding to and participating in the learning process has also experienced a fairly good improvement. This is consistent with cognitive theory According to Suprijono (2011: 16) that learning is an active mental process to achieve, remember and use knowledge emphasizing learning as an activity that involves very complex thought processes and cognitive theory emphasizing learning as an activity involving complex thought processes. very complex. Even so, there are obstacles and obstacles in carrying

out training and development in improving teacher performance that occur at SD Negeri 104242 Lubuk Pakam. This is as stated by a teacher regarding the main obstacle that is most visible in this school is the limited facilities and infrastructure. Of course, if the facilities and infrastructure are lacking, it will hinder the smooth running of a job. Then the lack of funds to attend trainings. And I don't think all the teachers at this school are motivated to take part in the trainings.

Training and development can certainly improve the performance of students. This can be seen starting from the increasing discipline of teachers towards time and discipline towards the rules or regulations that have been set by the school. In addition, a person's performance can be improved if there is a match between work and expertise, as well as the placement of teachers in their fields of work. Placing teachers according to their expertise absolutely must be done. If teachers are given assignments that are not in accordance with their expertise, it will result in a decrease in the way they work and the results of their work, it will also cause them to feel dissatisfied. Disappointment will hinder the development of teacher performance. Agree with the results of research from Yuniarti, et al (2019) proving that training and development can improve teacher performance at SMK Negeri 1 Muntok.

CONCLUSION

Based on the results of the research and discussion previously described, it can be concluded that the implementation of training and development on teacher performance as part of the human capital development strategy at 104242 Lubuk Pakam Elementary School has been carried out based on the provisions and regulations that apply as a whole and adapted to the needs and criteria for each subject, on the planning and implementation of activities and training and development with the aim of increasing the ability and expertise and performance of teachers in carrying out the teaching and learning process.

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